MIDDLEBURY COLLEGE BULLETIN
VOL. XIX FEBRUARY, 1925 NO. 7

SEVENTEENTH
SUMMER SESSION
1925

The Romance Language Schools

THE FRENCH SCHOOL
THE SPANISH SCHOOL

1925

MIDDLEBURY, VERMONT
Published Monthly by the College
PROFESSOR J. MORENO-LACALLE
Editor of College Publications

MIDDLEBURY COLLEGE

Chartered 1800

PAUL DWIGHT MOODY, President

SEVENTEENTH SUMMER SESSION—1925

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MIDDLEBURY COLLEGE BULLETIN

VOL. XIX MIDDLEBURY, VT., FEBRUARY, 1925 NO. 7

THE FRENCH AND SPANISH SCHOOLS

SUMMER SESSION OF 1925

July 3-August 21

The Summer Session Summer instruction began at Middlebury College in 1909 on the plan then generally prevalent of offering a few courses each in a considerable number of subjects. The difficulties before a small college in sustaining meritorious short courses upon a program at once so broad and so thin were apparent from the start, and much study was given to the problem of so directing the work of the Middlebury College Summer Session as to enable it to make in due time a distinct contribution to educational progress in America.

Foreign Language Teaching Several facts suggested that Middlebury could make such a contribution in the field of language teaching. An important fraction of the time of American high schools (not to mention colleges) is consumed in foreign language teaching. With relatively few teachers able to make direct use of the language in their classes, or to speak it purely and idiomatically, or to write it correctly, there has resulted an appalling waste in the schools of America, in securing to their pupils a mere smattering of French, German, or

Spanish. Poorly taught themselves, all too frequently, the teachers of these languages lacked background, that is, the geography, history, and literature, and the industrial, social, and institutional life of the people.

Reorganization of the Summer Session

The first steps in what proved to be a complete reorganization of the Middlebury Summer Session were taken in the summer of 1915, when the German School (discontinued since 1918 on account of the War) was founded, on an entirely new plan based upon the principle of the exclusive use of the language in and out of the recitation hall. Its immediate success led to the organization of the French School in 1916, and in 1917 the Spanish School was established.

Rapid Growth

Since then the growth of both the French and the Spanish Schools has been rapid and steady and has been met with an increasing evidence of interest on the part of American educators and teachers. The Summer Session of 1924 brought to these two Schools teachers and students from twenty-nine different states. In this student body were representatives of sixty-eight of the leading colleges and universities, besides a score of normal schools and a few foreign institutions. About three-fourths of the students in the Romance Language Schools held baccalaureate degrees, and nineteen held advanced degrees. Many of the Summer Session students become candidates for the degree of Master of Arts.

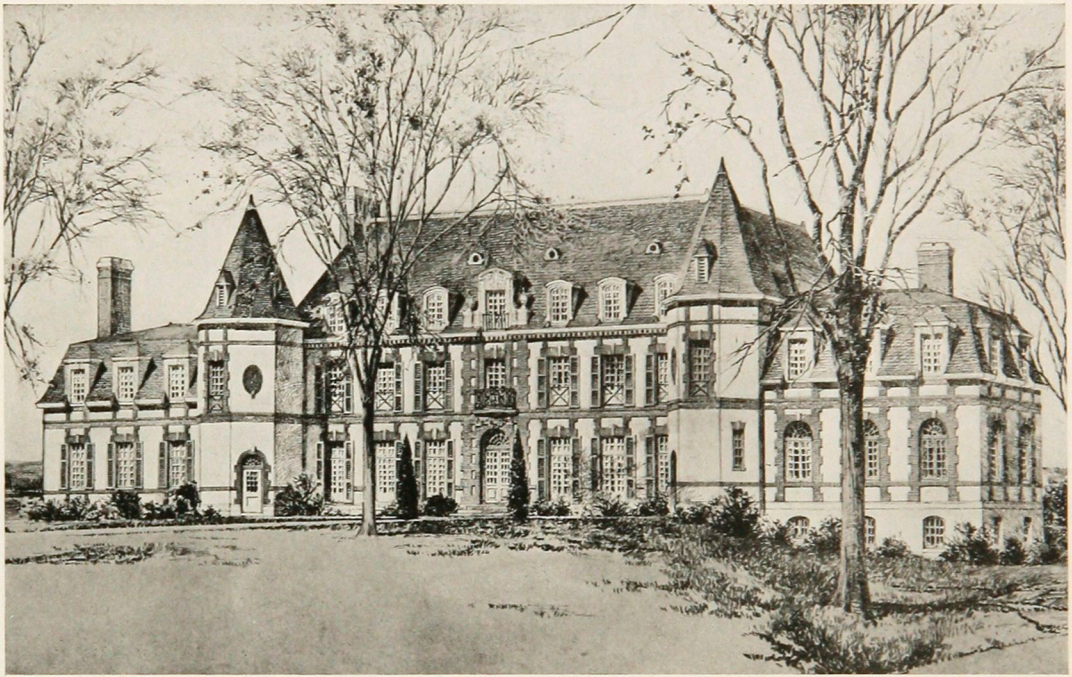
Academic Status

The complete roll of the higher institutions of learning in America and abroad whose members have been students at Middlebury would

include no less than one hundred and twenty-five colleges and universities, among which may be mentioned the following: Amherst, Adelphi, Allegheny, Barnard, Bates, Boston University, Bowdoin, Brown, Bryn Mawr, Bucknell, Cincinnati University, Clark, Colby, Colorado, Columbia, Cornell, Cox, Dartmouth, Denison, DePauw, Dickinson, Earlham, Elmira, Goucher, Grinnell, Harvard, Haverford, Hillsdale, Hunter, Indiana State Normal, Irving, Jackson, Johns Hopkins, Manchester, Marietta, Maryville, Middlebury, Mt. Holyoke, New York State College for Teachers, New York University, Northwestern, Oberlin, Ohio State, Ohio Wesleyan, Olivet, Otterbein, Pennsylvania College for Women, Radcliffe, Simmons, Smith, Sorbonne, Swarthmore, Syracuse, Thiel, Trinity, Tufts, University of Chicago, University of Illinois, University of Iowa, University of Michigan, University of Minnesota, University of New Hampshire, University of New Mexico, University of Pennsylvania, University of Rochester, University of South Carolina, University of Vermont, University of Wisconsin, Vassar, Virginia State Teachers College, Wellesley, Wesleyan, West Virginia University, William and Mary, Wilson, Winthrop, Yale. Space limitations forbid the enumeration of the many normal schools and other colleges represented. Such a list is the best evidence of the academic status of the Middlebury Language Schools.

Distinctive Work in Languages

With such a record of achievement the Summer Session has brought Middlebury College an enviable reputation for the distinctive work of its Language Schools. No efforts will be



THE NEW FRENCH CHÂTEAU OF MIDDLEBURY COLLEGE

spared to make the Session of 1925 surpass the quality attained in former Sessions, and to maintain the principles for which Middlebury stands:

Middlebury Principles Thorough preparation of language teachers, improved methods of teaching, mastery of the spoken and written language, and intimate knowledge of the life, customs, institutions, literature, and history of the countries of the language.

Organization The organization of these special Schools, with separate residences and dining halls for each, is designed to provide the best conditions obtainable for the intensive pursuit of the language. The language is not only studied but is constantly used. *No elementary courses are offered, and, from the first, students speak the language of the school.* Geography, commerce, industry, art, music, government, and institutional and social life are covered by the variety of courses offered. Native instructors are employed and the needs of every student receive attention.

Isolation Concentration Co-ordination The successful application of these principles,—the housing of students apart from those using any other language; the concentration and unbroken continuity of the work of each student upon the language alone, and the careful supervision and co-ordination of courses to meet the different needs of all students, have given to the Middlebury Summer Session a wide reputation for its training in the modern languages.

A Good Investment The value of the training is recognized by school boards, and institutions employing French and Spanish teachers, to such a degree that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. One hundred and ninety dollars expended in attendance at a Summer Session at Middlebury has often yielded a better return to a teacher than would one thousand dollars placed to her credit in a savings bank. As compared with foreign travel, a session in Middlebury is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not found in foreign institutions. Neither in foreign travel nor resident study abroad can the student find courses in methods comparable to those in the Middlebury Language Schools.

Location The features which make the Middlebury Language Schools unique among summer sessions are not easy to describe; to be appreciated they must be experienced. The delightful summer climate is a most valuable asset of the session, and, among the memories of students who have spent a summer on the campus of Middlebury College, there must be pictured many scenes drawn from its location in a countryside of surpassing beauty. The most favored university of a great city can never reproduce the scenery of mountains and meadows, of forests and fields, of valleys with their winding rivers, the hollows among the hills where the lakes lie, the Adirondacks, pink tipped in the morning sun, or the purple hills

of the eastern range slowly darkening in the twilight. "The strength of the hills is His also."

Atmosphere The central purpose of the Schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps;* while constant intercourse with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained.

Admission and Choice of Courses In each of the Schools students may enter such courses as they are qualified to take, without examinations and without being candidates for degrees. It should be noted, however, that the Middlebury Language Schools are, by reason of the students attending them, and the nature of the courses given, essentially graduate schools requiring the highest degree of application and study. For this reason, only those undergraduate students may be admitted whose attainments are satisfactory to the Deans of the respective Schools. To insure being properly placed in courses, students should correspond with the Dean of the School concerned.

The right is reserved to place all students in the classes best suited to their advancement, and no students in

either school are allowed to pursue courses in the other except such as, by reason of their proficiency in the language of the school of registration, may be permitted to do so by mutual consent of the Deans of both Schools.

Undergraduates While not exclusively graduate schools, only those undergraduates will be admitted whose qualifications are approved by Deans of the respective Schools.

Credits As above stated, students may enter without examination, and without being candidates for a degree; but those who desire credits must indicate that fact when they register, and, if candidates for a degree, they must present evidence of their qualifications before they will receive credits, either for baccalaureate or advanced degrees.

Not more than six credits may be gained by an undergraduate at a Summer Session, and not more than eight credits by a graduate student. No student will receive credit who has completed less than the full session (thirty classroom exercises at Middlebury, twenty in the European sections) not including examinations. (See also, pp. 26 and 42.)

Certificates Students satisfactorily completing their courses will be given a Summer Session Certificate indicating the work done. These certificates are useful evidences of professional study, and often are accepted by examiners, school boards, and superintendents in lieu of examinations. No certificates will be given for attendance, and none to students who fail to complete their examinations.

The Master's Degree Candidates for a Master's Degree must hold a baccalaureate degree from Middlebury College or from some other college approved by the Committee on Graduate Work.

To obtain the degree of Master of Arts or Master of Science at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be obtained at Middlebury College. Thirty credits toward graduate work may be gained by proficient students in four Summer Sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's Degree in three sessions.

The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's Degree. The approval of this Committee must be secured before credits earned at other institutions may be counted toward the Master's Degree at Middlebury. Address Professor P. C. Voter, chairman.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should secure permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred both at Commencement and at the Summer Session following the completion of the work. A fee of $15 is required for the final examination and diplôma.

Social Activities In both the French and Spanish Schools of the Middlebury College Summer Session, where it is essential to maintain at all times the national atmosphere, the social life plays an all-important rôle. By "social life" or "social activities" is meant not only

receptions, excursions, and entertainments, but also and mainly the daily routine outside of the recitation room. This social routine is so arranged as to include frequent opportunity for the students to associate with the instructors in an informal way; lively and interesting conversation during meal hours, each table being presided over by an instructor; outdoor readings of literary gems, story telling, etc., songs, games, plays, etc.; Sunday services in the language of each School; informal discussions of subjects of interest to teachers; weekly dances or receptions; excursions, hikes, etc., and a final entertainment.

Students who can play such instruments as the violin, guitar, mandolin, etc., are requested to bring them so that they may take part in the entertainments.

Inasmuch as each School has to defray its own expenses for entertainments, it has been customary for students to contribute a small sum (about $1 for the entire Session) toward such expenses. This contribution is entirely voluntary.

Out-of-Door Life

No college in the East offers more attractive surroundings than are found at Middlebury in summer. The climate is delightful and the program of studies is so arranged as to leave much time afternoons and Saturdays free for recreation. Recitations are conducted out of doors so far as practicable. Groups of students frequently spend an afternoon at the lakeside or in the mountain forests. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the camp-fire suppers and informal picnics of these

friendly groups. Good automobile roads make accessible a large number of interesting places within a radius of a day's trip from Middlebury, Crown Point, Lake Champlain, Fort Ticonderoga, and Lake George may all be visited in one day by automobile. Motor boat trips to Lake Champlain may be made from Long Point at moderate cost.

Tennis Courts The college tennis courts, of which six additional ones were completed, are reserved for the use of those students and instructors of the Summer Session who pay a fee of $3.50 for the entire Session. The courts reserved to the French and Spanish Schools are subject to the regulation and control of the Director of the Romance Language Schools.

Offices The Summer Session enjoys the full use of the buildings and grounds of the College. The Director's Office is on the top floor of the Old Chapel, the central building of the Old Stone Row on the lower campus. The office of the Director of the Romance Language Schools is in South Painter Hall, Room 3. The office of the Dean of the French School is on the ground floor of Hillcrest. The office of the Dean of the Spanish School is Room 3, South Painter Hall.

Board and Room Life is made as attractive as possible in all the halls of residence. The college farm, dairy, and garden are drawn upon for fresh and seasonable supplies, and it would be hard to duplicate at any summer resort, at much greater cost, the housing and dining accommodations provided. Arrangements for personal laundry may be made, after arrival, with the

matrons of the halls of residence. Bedding and linen are furnished by the College. For rates for the French School, see p. 28; for the Spanish School, see p. 47.

The Opening of the Session All students should arrive in season to begin work at the opening of the Session. The French and Spanish Schools will open July 3 and continue until August 21, 1925. August 17-20 will be taken in both Schools for the final examinations. Classes will be conducted as heretofore five days in the week.

The French and Spanish Houses of residence will open to receive students on Friday, July 3, and dinner will be served at six o'clock. No guests can be received earlier. Both houses will close after breakfast, Friday, August 21, and no guests can be accommodated after this time.

Opening Exercises On Sunday afternoon, July 5, at five o'clock, the formal opening of the Session will be held at Mead Memorial Chapel. The students of all Schools are requested to be present at these exercises. President Moody will welcome the students and introduce the visiting professors from France and Spain.

Registration of Students It is important that immediately upon arrival students should consult their Dean in regard to the definite selection of courses. For this purpose the Deans will be at their respective offices from 9 a.m. to 12 m. and from 2 p.m. to 5 p.m., Friday and Saturday, July 3 and 4. Immediately after consulting their Deans students should register at the office of the Secretary of the Summer Session, Old Chapel.

Advance Registration Since accommodations are limited, it is advisable for reservations of board and room to be made as early as possible. Tentative reservations will be made until May 1 without charge. A reservation fee of $10 will be required on May 1; no rooms will be held after May 1 for which this deposit has not been made, and no refund of the registration fee will be made after June 1. *The reservation fee will be credited upon the student's account at the opening of the Summer Session, when the balance of the account is payable.*

SPANISH SCHOOL IN MADRID, SPAIN

A section of the Spanish School will be conducted in Spain during the summer of 1925. The Middlebury group will be located in Madrid, conducted on the plan of the Spanish Schools at Middlebury, and will be officered by persons familiar with the purpose and methods of the Middlebury Schools. The courses of study will be given by the Curso de Extranjeros of the Centro de Estudios Históricos at Madrid. Twenty days of resident study will be provided and this will be supplemented by many visits to points of interest. Work done in the foreign schools by properly qualified candidates will be accepted for credit toward the Master's Degree at Middlebury.

The Section in Spain will open July 11 and will end with examinations on the 8th of August. After August 9 this school will be conducted through the most interesting points of Spain.

Special circulars on the foreign school will be mailed upon request.

THE FRENCH SCHOOL, 1924

THE FRENCH SCHOOL

THE INSTRUCTING STAFF

For the Session of 1925, the Dean of the French School will have the collaboration of native professors of high university standing in France, specialists in the courses entrusted to them.

The selection of the visiting professors from Paris for the Summer of 1925 has been made with a special view to the needs of American teachers. In view of the fact that Professor Braunschvig's work on the teaching of French Literature is the standard in France, he has been chosen to give a course on the Teaching of French Literature in Schools and Colleges. Professor Servajean, who has specialized in the study of Comparative French Literature, has been put in charge of the courses on Comparative French Literature and Realism in French Literature.

The faculty for the Summer Session of 1925 is made up as follows:

JEAN DEQUAIRE, *Dean.*

Officier de l'Instruction Publique; Agrégé de l'Université, Professeur au Lycée Voltaire (Paris) et à l'École Nationale des Arts et Métiers; Membre des Jurys de Baccalauréat (Sorbonne); Professor of French, Middlebury College.

MARCEL BRAUNSCHVIG, *Visiting Professor from Paris,*

Docteur-ès-Lettres; Agrégé de l'Université; Officier de l'Instruction Publique; Professeur de première au Lycée Louis-le-Grand, et à l'École de Préparation des professeurs

de français à l'étranger (Sorbonne); Lecturer at the Odéon (Paris); Author: "Le Sentiment du beau et le sentiment poétique" (1904); "L'Art et l'Enfant" (1907); "Notre littérature étudiée dans les textes" (1920-1921).

HENRI SERVAJEAN, *Visiting Professor from Paris,*

Officier de l'Instruction Publique; Agrégé de l'Université; Professeur au Lycée St. Louis et à l'École Nationale de Mines; Membre des Jurys de Baccalauréats (Sorbonne) et du Certificat d'aptitude secondaire; Chargé de Conférences à l'Université de Strasbourg (Cours d'été); Ex-chargé de conférences à la Faculté des Lettres d'Alger.

RENÉ GUIET,

Licencié ès Lettres (Sorbonne); M.A. (University of Illinois); Instructor of French, University of Illinois.

MLLE. JEANNE BADAIRE,

Licenciée ès Lettres (Sorbonne); Instructor of French, Indianapolis.

MLLE. F. MARIE CAM,

Licenciée ès Lettres (Rennes); Professeur Suppléante au Lycée de Rennes; Instructor of French, Connecticut College, New London, Conn.

MLLE. MARIE-LOUISE CHEVAL,

Brevet Supérieur; A.B. (Akron); Instructor of French, École Française de Middlebury College.

MME. DEQUAIRE,

École Française de Middlebury College.

MME. J. DURAND-JOLY,

Diplôme d'Études Universitaires (Sorbonne); Professeur à l'Institut Notre Dame-des-Champs (Paris); Directrice de la Maison Française, Dana Hall, Wellesley, Mass.

MME. J. R. GUIET,

Brevet Supérieur; A.B. (University of Illinois).

MLLE. YVONNE IMBAULT-HUART,

Certificat d'aptitude à l'Enseignement Secondaire; Admissible à l'Agrégation; Professeur à la Maison d'Education de la Légion d'Honneur, St. Denis, Paris; Assistant Professor, Smith College.

MLLE. OLGA LONGI,

Certificat d'aptitude pédagogique; A.B. (Beloit College); Instructor of French, University of Illinois.

MLLE. FRANÇOISE NOLLET,

B.A. (Paris University); Diplomée de l'École des Professeurs de français à l'étranger (Sorbonne); M.A. (Vassar); Assistant instructor in schools in England and Scotland; Assistant in French, Vassar.

MLLE. THÉRÈSE PÉRETTE,

Diplôme d'Études Secondaires; Professorat des Écoles pratiques de filles; Élève du Conservatoire de Strasbourg; Professeur à l'École pratique de Strasbourg; A.B. (Bryn Mawr); French Scholar, Bryn Mawr.

MME. H. SERVAJEAN,

Licenciée ès Sciences; Sociétaire du Rapprochement Universitaire Féminin, Paris.

THE COURSES OF STUDY

No beginners' courses are given. Those offered are designed for teachers of French and students who have attained some proficiency in the language. These courses are organized and conducted in such a manner as (1) to carry the student's knowledge far beyond that gained through the ordinary college courses, and (2) to give the student absolute confidence in his or her ability to use the language. Ear and speech undergo constant training and special emphasis is laid on correct pronunciation and on acquiring fluency and ease in conversation. The full list of courses is as follows:

ADVANCED COURSES

1. PHONETICS. THEORY CLASS, *b, c.*

A course for students having phonetic experience and including an analysis and classification of speech sounds in general, and of the sounds of educated Parisians in particular; stress, intonation, quantity, assimilation. Special study of the difficulties which French pronunciation presents to American students and of the methods of acquiring the correct pronunciation. Phonetic transcription. Written exercises. The teaching of Phonetics.

M. GUIET

1-a. PHONETICS AND DICTION. PRACTICE CLASS, *b, c.*

Ear training and pronunciation exercises. Study of intonation, expression, and rhythm. Elocution and dramatic interpretation. Acting of plays.

Mlle. PÉRETTE

2. STYLISTICS AND VOCABULARY, *b*, *c*.

Direct method. Study of literary French as an instrument of expression. Formation and use of words. Study of the most effective means of expressing thought. Advanced composition and grammar. Essay writing. Translation of difficult passages. A training in French style with the aim of giving to advanced students a mastery of the language in its most idiomatic forms.

Mme. DURAND-JOLY, Mlle. IMBAULT-HUART, Mlle. NOLLET

3. METHODS. PRACTICAL COURSE, *b*, *c*.

Practical application in the classroom of ideas already acquired from other courses studied. Study of a practical direct method for American schools. Explanation of texts from the standpoints of: Phonetics, morphology, syntax, vocabulary, literature, and sociology. Practical study of vocabulary building, oral drills, examinations, tests, games, singing, school-theatricals. Selection of text books on grammar, reading, and literature. Study of the material available for use in the teaching of French: phonograph, charts, pictures, cards and stereopticon slides, motion pictures.

M. DEQUAIRE

4. THE AESTHETIC SENTIMENT IN FRENCH POETRY, *b*, *c*.

The principles, elements, and evolution of French versification will be studied, and at the same time Professor Braunschvig will expose the findings of his special research as to how verse serves as a means to express the aesthetic sense through its rhythm, cadence, sound, music, etc.

M. BRAUNSCHVIG

5. REALISM IN FRENCH LITERATURE, *b*, *c*.

A study, based upon selected works, of French individual and social life as portrayed in French literature from its beginnings down to the present time.

M. SERVAJEAN

6. Comparative Literature, *b*, *c*.

Study, based upon appropriate texts, of the parallel movements and of mutual influences in French and English literature.

M. Servajean

7. La France et Les Français, *b*, *c*.

Course destined to acquaint the students with France under her divers aspects: Land and people; philosophy and art; mind, character, and civilization. General review of the geographical, historical, political, literary, artistic, industrial, and commercial characteristics of France.

Mlle. Cam

8. The Teaching of French Literature in Schools and Colleges, *b*, *c*.

While this course, in subject matter, will consist of a general critical and appreciative survey of French literature, its chief objective will be to demonstrate Professor Braunschvig's method and technique of teaching French literature. When the reform in teaching French literature was officially instituted by the Government, Professor Braunschvig became a leader in the movement and embodied his ideas and the results of his experiments in a book which has become the standard text in the subject.

M. Braunschvig

INTERMEDIATE COURSES

9. Elements of French Phonetics and Diction, *b*, *c*.

A theoretical and practical course: Bases of phonetics; sound physiology; phonetic transcription; study of sounds in isolation and combination; oral and aural exercises; practice in reading aloud. Credit for this course will be based upon the ability of the students, at the end of the Session, to read aloud in such a way that their words may

be heard with perfect distinctness from the further end of a large room.

The entire group of students enrolled in this course will meet daily under the instruction of the Professor of Phonetics.

The practical instruction will be given by assistants, each in charge of a small section. Both the theoretical and practical classes will meet daily, one hour each. The students are required to attend both classes.

THEORY CLASS

M. GUIET

PRACTICE CLASSES

Mlle. CHEVAL
Mme. GUIET
Mlle. LONGI
Mlle. PÉRETTE

10. COMPOSITION AND GRAMMAR, *b*.

Direct Method. Grammar and verb drill. Study of French syntax. Grammatical and idiomatic construction. Study of vocabulary. Elementary word formation. Synonyms and antonyms. Dictation.

Mlle. BADAIRE, Mlle. CHEVAL, Mme. GUIET

11. CONVERSATION AND VOCABULARY, *b*.

Systematic review of vocabulary from pictures and wall charts, with drill in conversation. Newspaper reading and discussion. Oral narration. Debating exercises. A course especially intended for students who, knowing grammatical French, and beginning to teach French, wish to improve their ability to use the spoken language and acquire fluency in conversation.

Mme. DEQUAIRE, Mme. DURAND-JOLY, Mlle. LONGI,
Mlle. NOLLET, Mme. SERVAJEAN

12-I. Survey of French Literature, *b, c.* (From beginnings to 1800)

This course, based upon a reading and interpretation of representative texts, is an introduction to the study of French literature, and aims to bring out the chief characteristics of the various epochs, with special emphasis on the classic age (Molière, Racine, La Fontaine). Reports on outside reading.

Mlle. Badaire

12-II. Survey of French Literature, *b, c.* (From 1800 to the present time)

A general survey, with reading and discussion, of the most representative texts, with special emphasis on the lyrics of the Romantic period and on contemporary playwrights and novelists. Reports on outside reading.

Mlle. Imbault-Huart

13. Daudet's Novels and Short Stories, *b, c.*

A general study of his works with reading and discussion of selected texts. Reports on outside reading.

Mme. Servajean

14. The Novel of Anatole France, *b, c.*

A general study of Anatole France as a novelist, with reading and discussion of typical selections from his works. Reports on outside reading.

Mlle. Cam

The purpose of these last four courses is also to train graduates, who are beginning to teach French in Junior and Senior High Schools, in the reading of selected texts with explanations and commentaries made exclusively in French (Méthode directe).

LECTURE COURSES

(Eight hours each for the entire Session)

15. Contemporary Literary Topics, *b, c.*

16. French Art (illustrated), *b, c.*

17. Tour in France (illustrated), *b, c.*

Use of English No student will be admitted to the School unless willing to promise to use no English while in attendance, even in individual dormitory rooms. The Dean reserves the right to dismiss students who wilfully break this rule, which has become a cherished and unique tradition of the School. The rule goes into force from the time of arrival of the student. Students may, of course, use English in the shops of the village, and also in the Director's office, but even in these places they are not supposed to use English among themselves. This rule holds good for picnics and excursions. It is understood that each student pledges his or her word of honor to observe this rule of no English and it is with this assumption that the Dean admits each student to the School. The Dean, and the Dean only, may grant temporary release from this rule, upon occasions which may warrant it. Students are asked to refrain from reading newspapers in English, and they should not have such newspapers sent them from their home town or city. French newspapers will be provided here. The students are requested to subscribe, as soon as they arrive, to the "Courrier des États Unis" for the period of the Session.

Books Books not published in this country may be obtained from Zabala and Maurin, 37 West 47th Street, New York City. After the opening of the Session, books will be on sale at the College Bookstore. It is desirable that students should provide themselves with an all-French dictionary, such as "Petit Larousse Illustré," and it is very desirable that they should also have the "Dictionnaire Étymologique de la Langue Française," by L. Clédat (Hachette). Protestant students are also requested to bring with them a French Bible. The edition by Louis Segond is suggested.

French Libraries The College Library contains, exclusive of periodicals, 1,200 volumes dealing with the French language, literature, history, art, and civilization, and includes recent publications of note in fiction, poetry, and stage production. The students may freely consult the Dean's own collection of the latest books, brought from Paris, dealing with the teaching of French in French primary and secondary schools (courses of study, reading texts, grammars, composition books, books on French literature, geography, history, and art), also books of songs, etymological and pictorial dictionaries, dictionaries of synonyms and associated words and ideas, maps, educational post-cards, and a collection of moving-picture films and slides illustrative of France and French life. Students can procure, from the Bookstore, a printed copy of the list of the French books in the College Library, which will facilitate greatly their use of the Library during the Session for outside reading. For ten cents in stamps a copy will be mailed upon request.

Entertainments The evening entertainments in Pearsons Hall will be continued. There will be a general regular meeting every Sunday evening and all students are requested to make a special effort to be present at this Session.

The regular literary and social assemblies will be held on Monday, Tuesday, Wednesday, and Thursday evenings. These meetings are opened with singing and students should come provided with the song book entitled "Chants de France," by Jameson and Heacox, published by D. C. Heath and Company.

Friday evening will be given over to dancing. Outsiders who do not speak French will not be admitted to these dances.

Students talented along artistic lines are invited to bring their French music and musical instruments with them.

The first official assembly of the French School will be held in the Social Hall of Pearsons on Sunday evening, July 5, at seven o'clock. All students are required to attend.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at eleven o'clock in the Mead Memorial Chapel. These services are not obligatory, but any and all students interested in French are invited to attend. Catholic students are free to attend mass at the Catholic church, situated near the college campus.

Correspondence Correspondence regarding rooms, tuition, etc., should be addressed to Miss Helen Blanchard, Secretary of the Summer Session, Middlebury College, Middlebury, Vermont.

Correspondence concerning courses and admission to the School should be addressed to Professor Jean Dequaire, Dean of the French School, Middlebury College, Middlebury, Vermont.

All questionnaires should be returned to Professor Dequaire.

Credits Two credits will be allowed for each course. Courses marked *c* count toward the Master's Degree and *b* for the Bachelor's Degree. One credit will be allowed for any two of the Lecture Courses, 15, 16, and 17. Besides regular attendance at these lectures, a thesis for each subject will be required at the close of the Session.

Examinations The last three days of the French School are devoted to the final examinations. They are required only of students who desire credits, certificates, or recommendations, but it is advisable that all should take them.

The French Houses Pearsons Hall is a large white marble structure of colonial style, built in 1911 as a hall of residence for women. It is located on a commanding height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall accommodating more than a hundred. Ample, shaded grounds adjoin Battell Cottage and Pearsons Hall, and the latter has a large social hall. Chairs and benches placed on the lawn and under the trees provide students pleasant opportunities for reading and study out of doors. La Maison Française and Hillside Cottage are but a short distance away. Starr Hall, a handsome old stone dormitory of colonial

style, furnishes convenient quarters on the lower campus. Each suite in this hall accommodating two students contains a commodious study and separate bedrooms. The building is equipped with toilets and showers.

The French Houses are provided with books, pictures, periodicals, and newspapers. Officers of the Bureau of Schools, France, co-operate with the Dean of the French School in securing materials illustrative of French life and art. The French teachers are in charge of the tables in the dining halls, and all students have an opportunity to hear, speak, and think French continuously throughout the Summer Session.

Lectures and readings outside the regular courses are given by members of the staff; there are also French plays, musicals, and dances. Social gatherings, illustrated lectures on French life and art, dramatics, reading of French poetry, and singing of French songs will occupy the evenings.

Special Opportunities for Teachers

The attention of teachers is called to the fact that the Middlebury French School is now in operation throughout the year. Students may enter in July, September, or February. This School offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only in French is maintained throughout the school year.

So many demands for good teachers reach the School that it would be an investment for teachers or prospective teachers to take six months or a year in the School in order to obtain its certificate.

Tuition and Fees

No appropriation is provided for carrying on the work of the Summer Session, and it must be self-sustaining. At the present rates, student expenses will be found lower than in the large city universities. *Expenses are payable at the opening of the Session.*

In the French School, rates vary according to the houses of residence and single or double occupancy of rooms. The rate for registration, tuition, board, and double room is as follows: Pearsons, $175; Maison Française, Battell, and Hillside, $170; Painter (north and south), en suite, $175; and Painter (middle), en suite, $170; with single rooms in Pearsons Hall, $205; in Maison Française, Battell, Hillside, $190. Persons rooming outside will be boarded at the French dining halls at $10.50 per week. Persons rooming and boarding outside, and attending recitations and social events, will pay registration and tuition fees only, amounting to $75.

A room reservation of $10, payable on or before May 1, is necessary to hold rooms beyond that date. Rooms thus held may be cancelled before June 1, without loss of fee; no reservation fees are returnable after June 1. Owing to fixed obligations for service, instruction, and maintenance charges, persons leaving the School before the close of the Session must not expect reimbursement of charges for rooms or tuition for the unconsumed time.

The James Richardson Scholarships

Through the generosity of Mrs. James Richardson, of Providence, R. I., a fund has been established, to be known as the James Richardson Scholarships, and to be granted each Summer Session to a student or students in the French School of Middlebury College having attained the high-

est standing at the end of the Session and fulfilled other conditions that may be prescribed for the purpose. For the Summer of 1925 two scholarships from this fund, each of $100, are available. Students desiring to compete for these scholarships should so state it at the time of registration. One scholarship will be granted to a student in the Advanced Courses, and the other to a student in the Intermediate Courses. The Jury of Award will be constituted by the Director of the Summer Session, the Director of the Romance Language Schools, and the Dean of the French School.

Opportunities for Service It is desirable that all waiters and waitresses in the French dining hall be able to speak French and in order to secure such a staff we offer opportunity to a limited number of students to earn both board and room in return for this service.

THE FRENCH FACULTY, 1924

THE SPANISH SCHOOL, 1924

THE SPANISH SCHOOL

THE INSTRUCTING STAFF

With its founder, Professor Moreno-Lacalle, as Dean, and its usual corps of eminent native educators, the Spanish School for the Session of 1925 will be greatly reinforced by Señor Ramiro de Maeztu, the well-known Spanish journalist and lecturer, who will come to Middlebury as the Visiting Professor from Spain.

The Spanish faculty for 1925 is constituted as follows:

JULIÁN MORENO-LACALLE, A. M., *Dean.*

(For biography see "Who's Who in America.")

Author: "Elements of Spanish Pronunciation," Scribner's, 1918; "Elementos de Español"—a Spanish grammar, Benj. H. Sanborn & Co., 1918; "Composición Oral y Escrita—Exercises for oral and written Spanish," Vermont Printing Co., 1921; "Método Racional de Inglés," Appleton, 1924; "Spanish Idioms and Phrases," Ginn & Co., in press; "The Mastery of Spanish Pronunciation," with phonograph records, The Iroquois Publishing Co., Syracuse, in press; "The Teaching of Spanish Pronunciation," Modern Language Journal, April, 1918; "The Review Lesson in Modern Language Teaching," same, April, 1924.

RAMIRO DE MAEZTU, *Contributing Editor, "El Sol," Madrid, Visiting Professor from Spain.*

O. B. E., Encomienda de Alfonso XII; Commander of the Order of Christ of Portugal; Officer of the Polar Star of Sweden; Author: "Hacia Otra España"; "La Crisis del Humanismo"; "Authority, Liberty and Function," London, 1920; etc.

Señor Ramiro de Maeztu,
Visiting Professor from Spain

JOSÉ MARTEL,

A. B., University of Seville, Spain, 1898; Graduate, Normal School of Seville, 1905; A. M., University of Maryland, 1918; Teacher in the Spanish Army, 1905-08; Professor of Spanish, Spanish American Atheneum, Washington, D. C., 1913; Instructor in Spanish, United States Naval Academy, Annapolis, 1913-20; Associate Professor, 1920-24; Lecturer in Spanish, Barnard College, 1924; Instructor, Townsend Harris Hall, College of the City of New York, 1924—; Lecturer in Spanish, Hunter College, New York, 1924—; Instructor in Spanish, Middlebury College Summer Session, 1917-18-19-20-24-25.

CINCINATO G. B. LAGUARDIA,

A. B., Columbia University, 1915; Graduate Student, University of Illinois, Romance Department, 1915-16; Instructor, University of Illinois, Romance Department, academic year 1915-16; Instructor in Summer Session, University of Illinois, 1916; Instructor in Spanish, Extension Department, Columbia University, 1915; Instructor in Romance Department, New York University, Summer Term, 1917; Instructor, U. S. Naval Academy, Modern Languages Department, 1916-19; Assistant Professor, 1919-21; Associate Professor, 1921-24; Teacher of Spanish, New York City High Schools, 1924—; Instructor in Spanish School, Middlebury College Summer Session, 1919-21-23-24-25; Author: "Argentina—History and Legend," Sanborn, 1919; "Cuentos Hispano-Americanos," Scribner's, 1920.

CARLOS CONCHA,

Ph. B., A. M., University of San Marcos, Lima, 1908; LL. M., University of San Marcos, 1915; Doctor en Ciencias Políticas y Administrativas, University of San Marcos, 1917; Professor of Spanish in Colegio Nacional de Nuestra Señora de Guadalupe, Lima, 1915-18; Professor of Modern History in the Military Academy of Peru, 1915-18; Assistant Professor of Political Economy in the University of San Marcos,

Lima, 1919; Villanova College, 1923-24; Instructor in Spanish, Yale University, 1924—; Instructor, Spanish School of Middlebury College, 1923-24-25.

JUAN RODRÍGUEZ-CASTELLANO,

A. B., Instituto del Cardenal Cisneros, 1918; Licenciado en Filosofía y Letras, University of Madrid, 1921; Doctor en Historia, University of Madrid, 1923; Graduate student, Halle, Germany, 1924; Instructor in Spanish, Middlebury College, 1924—; Instructor, Spanish School, Middlebury Summer Session, 1925.

CARMEN IBÁÑEZ,

Graduate German Royal College of Madrid, 1912; Student in the Normal School of Madrid, 1913-15; Diploma in Stenography in Instituto San Isidro, Madrid, 1921; Student Assistant, Vassar College, 1922-23; Instructor in Spanish, Wellesley College, 1923-24; Instructor in Spanish, Dana Hall, 1924—; Instructor, Spanish School of Middlebury College, 1923-25.

ELENA ARAUJO,

Graduate, Colegio Internacional de Barcelona, 1915; A. B., Instituto General y Técnico, Barcelona, 1916; Student, Madrid Conservatory of Music, 1907-11; Student, Barcelona Conservatory of Music, 1911-15; Instructor, Colegio Internacional de Barcelona, 1916-23; Teacher of Spanish, High School, Warren, Pennsylvania, 1924—; Instructor, Spanish School, Middlebury College Summer Session, 1925.

ENRIQUETA MARTÍN,

A. B., Instituto de Badajoz, 1915; Maestra Nacional, Badajoz, 1915; Licenciada en Letras, University of Madrid, 1919; Ph. D., University of Madrid, 1924; Instructor in Spanish, Smith College, 1919-20; Instructor in Literature, Residencia de Niñas, Madrid, 1920-21; Instructor in Latin, Instituto-Escuela, Madrid, 1921-24; Instructor, Centro de

Estudios Históricos, Madrid, Summer Session, 1923; Instructor in Spanish, Vassar College, 1924—; Instructor in Spanish, Spanish School, Middlebury Summer Session, 1925.

MARGARITA DE MAYO,

Maestra Superior, Madrid, 1910; Maestra Nacional, Madrid, 1913; A. B., Instituto del Cardenal Cisneros, 1920; Student in England with a scholarship from the Junta de Ampliación de Estudios, 1920-21; Teacher, Escuela Nacional, 1913-17; Instructor, Residencia de Niñas, Madrid, 1917-18; Instructor, Instituto-Escuela, 1918-24; Instructor in Spanish, Vassar College, 1924—; Instructor, Spanish School, Middlebury College, Summer Session, 1925. Editor: "Galdos—Selección," published by the Centro de Estudios Históricos, Madrid, 1924.

THE SPANISH FACULTY, 1924

THE COURSES OF STUDY

No beginners' courses are given. Those offered are designed for teachers of Spanish and students who have attained some proficiency in the language. These courses are organized and conducted in such a manner as (1) to carry the student's knowledge far beyond that gained through the ordinary college courses, and (2) to give the student absolute confidence in his or her ability to use the language. Ear and speech undergo constant training and special emphasis is laid on correct pronunciation and on acquiring fluency and ease in conversation. The full list of courses is as follows:

ADVANCED COURSES

Recitation Courses

1. SYNTHETICAL SPANISH PHONETICS, *b, c.*

A special study of the Spanish sounds in combination, with daily drill in *grouping* (phrasing), *stress, intonation, rhythm,* and *expression.* The phonograph will be used with twelve selections especially recorded by Professor Moreno-Lacalle; these records will serve as a basis for imitation by the student. For recording the student's pronunciation and observing his progress, the dictaphone will also be employed.

Daily at 8:00
Professor MORENO-LACALLE

Text book: Lesson sheets especially prepared; the Moreno-Lacalle Spanish Phonograph records, Aural Educators, Lakewood, N. J.

2. SYNONYMS, ANTONYMS, AND IDIOMS, *b, c.*

Taking the commonest verbs as a basis, a detailed study is made of their synonyms and antonyms and also of their

idiomatic uses; daily exercises in synonyms, antonyms, construction, and translation.

Daily at 9:00
Professor MORENO-LACALLE

Text book: Lessons especially prepared for this course. The use of a dictionary such as the Heath's Pequeño Larousse is recommended.

3. DON QUIJOTE, DON JUAN Y LA CELESTINA, *b, c.*

A recitation course in which Señor de Maeztu will discuss these three immortal and universal characters of Spanish literature, giving his own original appreciations and thereby throwing a new light upon their psychology and artistic meaning.

Daily at 10:00
Señor DE MAEZTU

Text books: Cervantes, Don Quijote de la Mancha; Tirso de Molina, El Burlador de Sevilla; La Celestina.

Conversational Courses

4. SPANISH REALIA, *b, c.*

A practical course whose aim is to equip the student with a sympathetic understanding of the Spanish national character and thought, through a general survey of the geographical, historical, political, literary, artistic, and industrial evolution of Spain. Graphic notebooks will be used by which the students will be required to make their own diagrams.

Daily at 11:00
Professor MARTEL

Text books: Geografía de España y Portugal, Libro IV, de la Ed. Económica de Textos Modernos, seix y Barral; Resumen de Historia de España, *idem, id.;* Gráficas de Geografía, No. 2, Seix y Barral; Cuadernos Geográficos, España, Seix y Barral; España y Españoles, Garnier, Paris.

5. Spanish-American Realia and Commercial Spanish, *b, c.*

Conducted on the same plan as the above, this course will deal with the geography, history, politics, commerce, and industries of the Spanish-American countries. The written exercises in this course will be given in the form of business letters.

Daily at 11:00
Doctor Concha

Text books: Nelson Spanish-American Reader; Geografía de América, Asia, Africa y Oceanía, Libro III, Seix y Barral, Barcelona.

6. Spanish-American Novelists, *b, c.*

A general survey of the Spanish-American novel with a detailed study and discussion of the works used as texts.

Daily at 12:00
Doctor Concha

Text books: Isaacs, Maria; Reyles, La raza de Caín; Blanco Fombona, El hombre de Lierro; Wast, Fuente Sellada; Díaz Rodríguez, Sangre Patricia; Barrios, El Hermano Asno.

7. Three Contemporary Novelists, *b, c.*

A discussion of Pérez Lujín, Pérez de Ayala, and Ricardo León, three of Spain's foremost fiction writers of the present day, with special study of the novels mentioned below.

Daily
Section I at 11:00
Professor Martel

Section II at 10:00
Miss de Mayo

Text books: Pérez Lujín, La Casa de la Troya; Pérez de Ayala, La Pata de La Raposa; Ricardo León, El Amor de los Amores.

8. THREE CONTEMPORARY PLAYWRIGHTS, *b*, *c*.

A discussion of Linares Rivas, Marquina, and Grau, three of the most prominent Spanish dramatists of today, with special study of the plays named hereunder.

Daily

Section I at 10:00
Doctor MARTÍN

Section II at 11:00
Doctor RODRÍGUEZ

Text books: Linares Rivas, La Garra, El Abolengo; Marquina, En Flandes Se Ha Puesto el Sol; Grau, Don Juan de Carillana, El Conde Alarcos.

INTERMEDIATE COURSES

9. SPANISH PHONETICS AND DICTION, *b*, *c*.

A theoretic and practical course; bases of phonetics; sound physiology; phonetic transcription; study of sounds in combination and isolation; oral and aural exercises; practice in reading aloud.

Daily at 8:00
Professor LAGUARDIA

Text books: Moreno-Lacalle, Elements of Spanish Pronunciation, Scribner's; Moreno-Lacalle, The Mastery of Spanish Pronunciation, Manual and phonograph records, Iroquois Publishing Co.

10. INTRODUCTION TO CLASSIC LITERATURE, *b*, *c*.

An introduction to the study of Spanish classic literature. The aim of the course is to acquaint the student with the main classical books and writers, and the principal literary movements and tendencies from the origins of Spanish

literature (twelfth century) to the end of the eighteenth century.

Daily

Section I at 9. 00
Professor LAGUARDIA

Section II at 10: 00
Doctor RODRÍGUEZ

Text book: Barja, Libros y Autores Clásicos, Vermont Printing Co.

11. SPANISH GRAMMAR AND COMPOSITION, *b*.

Review of grammar; study of words and idioms; fundamentals of grammatical and idiomatic construction; vocabulary building; verb drill; synonyms and antonyms; free composition; translation.

Daily

Section I at 9: 00
Miss ARAUJO

Section II at 10: 00
Miss IBÁÑEZ

Section III at 11: 00
Doctor MARTÍN

Text books: Moreno-Lacalle, Elementos de Español, Sanborn; Moreno-Lacalle, Composición Oral y Escrita, Vermont Printing Co.; lessons specially prepared.

12. CONVERSATION AND VOCABULARY, *b*.

Systematic and intensive drill in conversation and vocabulary building. The subject matter of the classroom work is based upon topics of daily life, current news and literature.

Daily

Section I at 9: 00
Miss IBÁÑEZ

12. CONVERSATION AND VOCABULARY (continued).

Section II at 11:00
Miss ARAUJO

Section III at 9:00
Miss DE MAYO

Text books: Tablas Auxiliares Delmas; Librillo Explicativo, Allaux, Delmas, Bourdeaux; La Prensa, New York Spanish daily.

LECTURE COURSES

(Eight hours each during the Session)

13. THE TEACHING OF SPANISH.

Mondays at 7:00 p.m.
Professor LACALLE

14. SPANISH TOUR (illustrated).

Tuesdays at 7:00 p.m.
Professor MARTEL

15. ANCIENT CIVILIZATIONS OF AMERICA (illustrated).

Wednesdays at 7:00 p.m.
Professor CONCHA

16. THE PRADO MUSEUM (illustrated).

Thursdays at 7:00 p.m.
Señor DE MAEZTU

Use of English No student will be admitted to the School unless willing to promise to use no English while in attendance. This rule goes into force from the time of arrival of the student. Students may, of course, use English in the shops of the village, and also in the Director's office, but even in these places they are not supposed to use English among themselves. This rule holds

good for picnics and excursions. It is understood that each student pledges his or her word of honor to observe this rule of no English and it is with this assumption that the Dean admits each student to the School. The Dean, and the Dean only, may grant temporary release from this rule, upon occasions which may warrant it. Students are asked to refrain from reading newspapers in English, and they should not have such newspapers sent them from their home town or city. Spanish newspapers will be provided here. The students are requested to subscribe to "La Prensa" of New York for the period of the Session. The Dean reserves the right to dismiss students who wilfully break this rule, which has become a cherished and unique tradition of the School.

Credits Credits for the above courses will be allowed as follows: Courses 1 to 12 inclusive, two credits each; for Lecture Courses 13 to 16, one credit will be allowed for any two together, or two for all five together. Courses marked *c* count toward the Master's Degree; and *b*, toward the Bachelor's Degree.

Examinations The last three days of the Spanish School are devoted to the final examinations. They are required only of students who desire credits, certificates, or recommendations, but it is advisable that all should take them.

Books Books not published in this country may be obtained from Zabala and Maurin, 37 West 47th Street, New York City. After the opening of the session, books will be on sale at the College Bookstore. It is desirable that students should provide themselves with an all-Spanish Dictionary, such as Heath's "Pequeño

Larousse,'' a Spanish Bible, a copy of Oñate's ''Cancionero Español,'' Vermont Printing Co., Brattleboro, Vt., and ''Himnos de Gloria,'' H. C. Ball, San Antonio, Texas.

Classroom Work The work in the classroom is so planned and conducted as to stimulate the self-activity of the students, each and every one of whom is given frequent opportunity to speak. In the conversational courses the burden of the conversation is carried by the students, the instructor's task being confined to a brief talk in the beginning of each recitation, and to directing the discussion, correcting errors, and requiring

Miss H. X. Gillis,
Of the Spanish School, as ''La Prensa,''
in the Masquerade Ball of 1924

every member of the class to take due part in the discussion.

Social Activities In the Middlebury Spanish School, where it is essential to maintain at all times the national atmosphere, the social life plays an all-important rôle. By "social life" or "social activities" is meant, not only receptions, excursions, and entertainments, but also and mainly the daily routine outside the recitation room. This social routine is so arranged as to include:

(1) Sufficient time and frequent opportunity for the students to meet and associate with the instructors in an informal way.
(2) A certain number of hours a day when the students can hear Spanish spoken idiomatically and when they will be corrected in such mistakes as they may make in their familiar conversation.
(3) Lively and interesting conversation during meal hours, each table being presided over by an instructor.
(4) Outdoor readings of Spanish literary gems, story telling, etc.
(5) Spanish songs, games, plays, etc.
(6) Sunday services in Spanish.
(7) Informal meetings for discussion in Spanish of subjects of interest to students.
(8) Weekly dances or receptions.
(9) Excursions, hikes, etc.
(10) A final performance is given in the last week consisting of Spanish musical and vaudeville numbers and a Spanish play.

For the regular and periodical carrying out of these activities a weekly program is posted on Saturday morning of the preceding week, in accordance with the following outline:

Daily Routine of Social Activities

On Sundays, at 7:00 p.m., divine services in Spanish, with singing of Spanish hymns, are held at Mead Memorial Chapel.

The daily evening program begins promptly at 7:00 with the lecture assigned for the day, the functions for each day of the week being as follows:

Mondays: Students' meetings, presided over by the Dean, for the discussion of subjects of interest.

Tuesdays: Chorus singing by the students of Spanish national and folk songs.

Wednesdays: Spanish parlor or open-air games.

Thursdays: Concerts and reading of Spanish plays.

Fridays: Spanish entertainments, the programs consisting of musical numbers, recitations of poems, dramatized anecdotes, short plays, etc.

Saturdays: Excursions and hikes in groups of students; informal dance in the evening.

THE COURT OF LOVE,
Spanish School Floral Games, 1924

The "Juegos Florales" The Spanish "juegos florales" (floral games), dating from the times of the Provenzal troubadours, is a literary feast held annually in different cities of Spain for awarding prizes to the best poetical works submitted at previously held competitions. The first prize consists of a natural flower which is presented at the "juegos" by the presiding "queen" selected by the winner. The "queen" makes the presentation of the prizes from her throne of flowers, surrounded by her "corte de amor" (court of love), and after the speech by the "sostendor" of the "juegos."

The Literary Competition With that end in view, a Spanish literary competition will take place at the Spanish School, calling for the following works: 1st, a lyric poem, meter and subject to be chosen by the competitor; 2d, a short story in prose on a Spanish legendary subject, not exceeding 1,000 words; 3d, an essay discussing the advantages of the Spanish language from the cultural, social, and commercial points of view not exceeding 2,000 words. The conditions of the contest will be announced in due time. The contest closes at midnight, July 24.

Illustrative Material For the convenience of the students in the Spanish School a section is reserved for their use in the College Library. In the Social Hall of the Spanish House, there is also a supply of the best Spanish periodicals, and collections of photographs, stereopticon views, pictures, and other material illustrative of the life, industries, art, and geography of Spain and Latin America.

Opportunities for Service It is desirable that all waiters and waitresses in the Spanish dining hall be able to speak Spanish, and in order to secure such a staff we offer opportunity to a limited number of students to earn board in return for this service.

Tuition and Fees Although the cost of maintaining the Spanish School has materially increased, only such advances in rates have been made as are absolutely necessary.

A uniform charge of $190 covers registration, tuition, board, and room, and the $10 deposit for advance registration is credited on the student's account. This rate is made for the full period of the School, July 3 to August 21. Persons rooming outside will be boarded at the Spanish dining hall at $10.50 per week. Persons rooming and boarding outside, and attending recitations and social events, will pay registration and tuition fees, amounting to $75. Owing to fixed obligations for service, instruction, and maintenance charges, persons leaving the School before the close of the Session must not expect reimbursement of charges for rooms or tuition for the unconsumed time. *Expenses are payable at the opening of the Session.*

Correspondence *regarding courses* should be addressed to the Dean of the Spanish School, Professor J. Moreno-Lacalle, Middlebury College, Middlebury, Vermont.

Correspondence *regarding rooms and rates* should be addressed to Miss Helen W. Blanchard, Secretary of the Summer Session.

MIDDLEBURY COLLEGE

SEVENTEENTH SUMMER SESSION

The work of the Summer Session of Middlebury College is unique in that it is wholly conducted in special schools, thereby securing qualitative standards impossible in the conventional and unspecialized type of summer session. In addition to the Schools of French and Spanish described in this bulletin, there are conducted a School of Spanish in Madrid, and the following special schools at Middlebury and Bread Loaf:

THE SCHOOL OF ENGLISH

THE SCHOOL OF CHEMISTRY

AND

THE SCHOOL OF MUSIC

Special circulars of each of these schools will be sent upon request.

PAUL D. MOODY - - - DIRECTOR

MIDDLEBURY, VERMONT

Entered as second-class matter at the Post Office, Middlebury,
Vermont, under act of Congress of July 16, 1894